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ABSTRACT

Four articles provide suggestions for public librarians interested in implementing library service at local institutions. Ways of locating local institutions that need library service are described. Studying the needs of the institution and formulating alternative plans for service which can be presented to the institution's director are suggested as the first step in the implementation of service. Ideas are presented on the types of juvenile and adult literature and multimedia materials which have been found effective with various groups: the emotionally disturbed, the mentally handicapped, and prison inmates. Various program formats are suggested by which library services can be integrated into the total institutional community and can cover the information needs and interests of each resident of the institution, regardless of reading level. (SL)

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LIBRARY SERVICE TO INSTITUTIONS.

James E. Morgan

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HOW TO LOCATE INSTITUTIONS IN YOUR COMMUNITY

James E. Morgan
Institutional Consultant

Since the 1960's, public librarians have turned their attention to identifying groups of individuals in their communities who do not use the library. They become concerned over the fact that branch libraries in the nation's cities were being ignored by residents of low income, minority areas. These libraries were on the verge of being closed down because of low circulation of books and this concerned librarians very much. Librarians rallied to the challenge by weeding book collections, starting programs at the library that appealed to residents of the community, and they began to heavily publicize the fact that they existed within the community and that they had something of interest to offer the residents. This was done at the Watts Branch of the Los Angeles Public Library during 1970-72.

The challenge of serving the unserved has been met in other ways. Some libraries have established store front type libraries to get closer to the people. These libraries have successfully reached the unserved because they have discarded the image and tradition of the public library and gone into the community with a service that has attracted countless numbers of people. Good examples of store front libraries are the Venice Branch of the Los Angeles Public Library, and the Dallas Public Library's inner city demonstration library, established in an old store in the central downtown district. There are other store front libraries in Boston, Baltimore, Philadelphia, Chicago, Newark, Houston and San Francisco just to list a few. Libraries have established services to shut-ins such as: Books by Mail; Bookmobile Service; Home Visitation Services; and Book-Request-by-Telephone. The Tucson Public Library has established a new books-by-mail service for the City of Tucson and Pima County here in Arizona. The enormous task that has faced public libraries has stirred up a great amount of activity in other areas. Roundtable and small groups have held meetings at state and national library association conventions on serving the unserved and disadvantaged. Meetings, conferences, and library user surveys have been held to determine who is not using the library, and why. In short, the subject of serving the unserved has become a cause celebré to public librarians all over the nation.

During the midst of all this bustling activity, one group of persons has been generally overlooked and neglected. These are the residents of our institutions. Librarians have difficulty finding them and serving them.

What is an institution and what types of institutions are there? According to the American Heritage Dictionary of the English Language an institution is a place of confinement, as a mental hospital; it is also described as an established organization, especially one dedicated to public service. There are many types of institutions also. There are correctional institutions, health care institutions, mental health institutions and hospitals, mental retardation institutions, and old-age in-

stitutions. There are institutions operated by Federal, State and County and City government agencies. There are privately operated institutions whose primary sources of operating revenues are funding from other agencies and solicited donations. Institutional populations vary widely in age, ethnic background, educational background; and may contain males or females. (In fact, newer institutions may be co-educational.)

One of the biggest problems is; to find an institution in the community that needs library service. Many times they become hidden from the community because they don't want a lot of attention from the public. In earlier times, institutions were subjected to wide-spread public rejection. They were a blight to society and were prevented from being established in the community. Thus, they tended to locate on the fringes of towns and in isolated locations. While this is not as true today as it used to be, there is still opposition to locating institutions in cities. For example, the establishment of the Arizona Correctional Training Facility south of South Mountain is presently being opposed by residents of South Phoenix.

There are several ways that institutions may be located. One is to check your local telephone books in the yellow pages. State Institutions are listed under the state agency which administers them, as are county and city institutions. If one wishes to locate private institutions (not supported directly by a government agency) look under the heading "Homes and Institutions" in the yellow pages. You may see also: "Nursing Homes", "Rest Homes", "Retirement Communities and Homes", and "Sanitoriums and Sanitariums". Under "Homes and Institutions", Tucson lists ten; Phoenix lists thirty-two; Scottsdale lists one, and Mesa lists one. If no help appears through this method, then it would be best to contact a representative of a government agency in your community such as the Parole Office of the State Department of Corrections; County Adult and Juvenile Probation Departments; the Arizona State Hospital; the Arizona State Department of Mental Retardation; the Division of Public Welfare, Department of Economic Security; or law enforcement agencies such as the County Sheriff or the Juvenile Detention Center. All of these sources can help refer the librarian to institutions which need library service because they directly and indirectly support institutions at all levels and of all kinds. Private child care institutions receive financial support from the Department of Corrections and Division of Public Welfare for keeping their wards, and would be able to provide the librarian with some basic information about the institutions that they work with. And, lastly, the Institutional Consultant from the Library Extension Service is available to help libraries with this type of information.

Hopefully, the above ideas will help in locating the elusive institutions in the local communities around the state. They need library service. Many times they do not know where to turn to get books and materials for leisure reading. They are part of the community and they should not be overlooked. It is really up to the librarian to initiate service. And, if and when you get a telephone call for help, don't let it go unanswered. Institutions are as "unserved" as the black ghetto and the young adult in the cities. Public libraries need to recognize this and react appropriately.

SERVICE TO INSTITUTIONS: LAYING THE GROUNDWORK

James E. Morgan
Institutional Consultant

This article is the second in a series of articles on providing library service to the institutionalized. The first article discussed the specific ways that a librarian may locate an institution. Now that the institution has been located, what should the librarian do next?

In order to lay the groundwork for library service properly, the librarian should make an appointment with the head of the institution to discuss the initiation of library service. It is important for both the librarian and the administrator to discuss the varieties of library service that may be initiated. Communication is important because both parties need to understand the other.

For the librarian's part, there are many things to sort out before the actual meeting. One is that the librarian should not commit herself to a specific type of service for a specific institution until he/she has had time to really get an idea of what the institution is like deep down inside. You as librarian should be concerned with the following points: What type of facility is this? Are the residents of the institutions restricted from leaving the grounds? (This is definitely true in the case of a jail, penitentiary, juvenile detention center, mental hospital, or training program for the mentally retarded. But it may not be so obvious for a private or semi-private institution.) What are the physical facilities in the institution like? (Is the jail a tank or is it a cell block? Are there live-in residents or is it a day-care facility? Do they have a rehabilitation program, or are they just a holding facility without a program as such? Do they have people committed for a long-term period, or short-term period? Do they have available funding for possible contribution to the library? Would they be willing to contribute to the support of the library? Do they have regulations that would make library services difficult? How would they like library service to be formulated at their institution?)

You, as librarian, need to know these things because all of them affect what you will be doing there. Don't go to a meeting to discuss library service with any pre-conceived notions about anything. If you offer library services to an institution with conditions attached or reservations about anything, you may have problems right away. Be willing to suggest services that can be conducted within present facilities and without posing undue hardships upon present staff. Then later you can suggest other services that will improve upon the present situation when the situation is more favorable to improvement. If you try to start out too big, you might scare the institution officials away. Also, you will not be able to do anything at the very outset if you are too worried about losing materials. Let's face it, you will lose books and there is little or nothing that can be done about it. The incidence of loss is probably a little higher than the rate of loss in the community. But that should not be an obstacle to service. Losing books has not stopped public libraries from service to

the public because the public demands it. The demand for service is just as great within an institution as it is in the general community and things like losing books should not be allowed to deny service to these people.

Another idea that more or less coincides with the suggestion of not getting uptight about losing books is that books could be distributed and not formally checked out once service begins. The librarian at the King County Jail states, "Our loss rate is about the same as any public library's but since most of the collection is in paperback, the mortality rate in our library is higher than in most public libraries." Besides, this allows the library the option of being informal in an otherwise formal place.

You could be prepared to offer the following services depending upon the situation: (a) Service the institution by providing a bookmobile stop at the institution. The driver could then carry books inside. (b) Find a central location for a library inside the facility and stock it with materials. A staff member could help residents who come to the library to select books. Later the books could be taken to those who are unable to come to the library. (c) If it is within the library s means to do so, a staff member could be assigned on a full-time or part-time basis to the institution to work with the collection. This was the initial method used by the King County Library to initiate library service to the King County Jail. The collection has now grown to 5,000 volumes and it is open to the trustees 6 hours a day five days a week. The librarian estimates that circulation tops 2,000 volumes a month. Funding is a joint effort between the King County Jail and the King County Library System. The budget in 1974 calls for the jail to pay the $13,000 direct cost for salaries and materials for the library while the library system contributes $10,000 in indirect "overhead costs" provided by the library service center and staff.

For the public library in the city, there is the supreme challenge of approaching the private homes and institutions in your city and assuring that the residents each have a library card. One way of approaching that problem is to send a staff member out to the institution to take applications for cards and process them on the spot. After that is done the library could offer to purchase paperback books and place a rack with books in each home and institution for those who cannot come to the library.

To summarize, it is important for the librarian to analyze each situation in each institution independently and try to offer the type of service that is appropriate for the institution. Obtain as much information about the institution as you possibly can before you offer your services. What you offer should fit in with the aims of the institution. Start operations on a small scale and work up to a larger operation. Don't let little prejudices and pre-conceived notions taint the relationship. Be willing to abandon pre-conceived notions and long-established practices and methods for a system that works in that specific situation (i.e. book distribution rather than book circulation). Don t be disappointed if you meet success only some of the time. The one secret for establishing service to institutions is to be quietly patient and persistent. Make up your mind what you want, but don't give up if you don't accomplish your goal. Wait awhile and approach them again, after they have either had time to make an adjustment in procedure, or move to a new facility.

Library Service to Institutions: Materials for the Library

by

James E. Morgan

Institutional Consultant

This is the third article in a series of articles on providing library services to the institutionalized. The first article discussed the specific methods that can be used to help the public librarian locate institutions in his city or county. The second article discussed the reasons that it is important to analyze the needs of each institution before you provide it with materials. This article will discuss the types of materials that are useful for institutional libraries.

In Arizona there are many mental health and correctional institutions. There are residential drug treatment programs; community homes for persons who are emotionally disturbed; county jails and juvenile detention centers; private foster homes for children in trouble with the law, orphans, and displaced persons. Not as many private institutions exist for adults as for juveniles.

Some of the problems that are common to residents of correctional and mental health institutions are:

a. Alienation from established society in general.

b. Alienation from authority figures i.e., the police, and probation and parole officers, and parents.

c. Lack of education caused by either a physically induced learning disability or by dropping out of school.

d. Emotional disturbance in both adults and juveniles. The primary cause could be from a broken home and prolonged physical and mental abuse.

e. A poor self-concept, consisting of feelings of inferiority, lack of personal goals for the future; and failure to attain personal success in life.

f. Use of aggressive behavior patterns, whose main objective is to get attention from others.

g. Failure to accept responsibility for his/her own behavior.

These are only some of the problems that residents of correctional, mental health and drug treatment institutions have. What type of material should be provided for patrons with these types of problems? The answer to that is as complex as the multitude of problems described above. A good basic collection of book materials should be provided that are of

interest to the general public.

We have found that adult residents of correctional and mental health institutions will read most any book that anyone else would. This goes for adult as well as juveniles. They especially like books on travel, organized crime, the occult, biographies, books about Mexican-Americans, and Black-Americans; fantasy science fiction such as those by Edgar Rice Burroughs, E. E. "Doc" Smith and others; sports and contemporary issues in society. What is especially needed are materials on: Adult Basic Education; high interest-low vocabulary materials, some materials on personal development; and some on Career and Vocational Education.

Young people are a little harder to find good materials for than adults. Many young people living in correctional and mental health homes and institutions have little or no interest in reading. Those who have the ability often prefer to watch television than read, because reading demands a lot of concentration and effort. You can't go wrong with contemporary materials being published for young adults. Novels written by authors such as; Mel Ellis, Nat Hentoff, Frank Bonham, Mildred Lee and Robb White are all popular, because they are contemporary, full of action and adventure and, they deal with current problems of everyday kids. It is a good idea to include some materials by minority writers such as: June Jordan; Ronald S. Fair; Alice Childress and Vanessa Howard. Adventure stories are always popular. And don't forget books on running away, the legal rights of teenagers, contemporary love stories, and stories about youngsters in the city. Many children in institutions are from the inner city areas of Phoenix and Tucson. Fiction and non-fiction sports stories are also popular, especially with younger children between the ages of 12-14.

Books are not the only form of materials that are effective. Many other types of material are acceptable as well, such as: comic books, paperback fiction and non-fiction, and periodicals. It would also be worthwhile to provide some books on records or cassette. While these are not as easy to come by as print books, they are becoming more plentiful. Posters and prints are also popular. And a good popular music collection will always be a big winner.

One word of caution, that applies to purchasing books for people living in correctional and mental health institutions, and that is - stay away from materials that are excessively morbid and depressing. One example of this type of book would be the two written by David W. Elliott: Pieces of Night and Listen to the Silence. Both of these are well written books and have an effective message for the general public. But for adults or children with problems; these are both too morbid. People who have problems should not be barraged with morbidity. In other words there are better types of books to give to a drug addict to read than a book which describes how it feels to be "high" on a dangerous drug. The results are more likely to be negative than positive. Some problem orientated material is fine, but don't over emphasize. Concentrate on materials that cheer people up first.

When it comes to providing library service to the mentally retarded, many librarians "cop-out." The reason for this is quite simple. Many retarded children and adults cannot be trained to read. The retarded can be described in the following way:

Retarded	IQ Range
Profound	under 20
Severe	21 - 35
Moderate (trainable)	36 - 51
Mild (educable)	52 - 67
Borderline (educable)	68 - 83

Persons who are profoundly and severely retarded are not good readers, and have not been good readers. They will probably not be able to even learn to read. The other three groups can be trained and educated. For them, reading is possible, but, they will probably never be able to read at the same level as their normal peers. Because they are mentally retarded, and cannot read, some people who work with them throw up their hands and "cop-out" when it comes to buying materials and providing library service for them.

There is nothing that can help the mentally retarded more than a good book collection in an institution. Being able to select and borrow a book that is their own to keep for a little while is very important to them. Also of equal importance is the fact that library service to the mentally retarded requires innovative materials and programming. In order to bring the book or film to the patron a lot of work has to be done with them on an individual basis.

In 1972, the A. L. Bowen Children's Center, a State Department of the Mental Health facility for the mentally retarded in Harrisburg, Illinois had only token library service. The resident library collection was composed largely of donated books and a few recently purchased titles. It was dingy with age because of an almost total lack of funds available for library service. The Shawnee Library System was asked by the Department of Mental Health and the Illinois State Library to develop a federally funded project designed to demonstrate that improved library service programs could be an effective and integral part of the total care of the residents. The results of the grant showed the real effectiveness of a number of different types of materials that were purchased.

The Bowen Project found that the best book collection for the mentally retarded is one which contains both hardbound and paperback books ranging in difficulty from "touch and feel" and manipulative books, easy books with simple pictures of everyday objects to "high-interest, low vocabulary" books written below the sixth grade reading level. These range up to the seventh or eighth grade level for retarded adults. They also found that "non-fiction books were of more interest to the residents than fiction books."

The Bowen Project reports that records are also popular with the mentally retarded. Their patrons liked what everyone else likes: stories, popular and classical music as well as materials recorded especially for use with exceptional children. The residents usually preferred music with a strong beat. They enjoyed Puff the Magic Dragon, country music, I'd Like to Teach the World to Sing, songs from Disney films, guitar playing and the Osmond Brothers. They especially enjoyed singing along with the recording artists.

If you decide to provide filmstrips you would not go wrong with traditional stories. They are enjoyed by many who will never be able to read the story. The older boys and adults would probably enjoy car and motorcycle racing, space exploration, and adventure. Adults would probably like to watch travel, sports, and current events.

Book/Cassette sets helped the residents of the Bowen Childrens' Center to progress from looking and listening to filmstrips, to looking-listening and trying to read a book, to finally accepting help to find other books to read. Games, such as Scrabble, Bingo and the Scrabble Alphabet Game all proved popular as well. Books with tactile/sensory pictures are quite popular, because they are more alive. Also, the best books for the younger readers are those with brightly colored illustrations and large print. Don't overlook these special materials.

In summary, the best type materials to loan to institutions are those which meet the needs of the library's patrons. The material should have the ability to hold the reader's attention span. There should be both fact and fiction present that relates to contemporary society. A Black teenager living in a group foster home may not be interested in Bunyan or Shakespeare, but if you have His Own Where, by June Jordan, there might be a different reaction. Above all, don't be afraid to try innovative ideas and materials. You might be surprised at the results.

For those of you who would like to read the A. L. Bowen Childrens' Center Project Report, please contact me and ask for it by author and title. I will gladly send you a Xerox copy.

Donahue, Barbara, "The Mentally Retarded Enjoy Libraries Too."

LIBRARY SERVICE TO INSTITUTIONS:
LIBRARY PROGRAMS AND SERVICES

by

James E. Morgan
Institutional Consultant

This is the fourth and final article, in a series of articles on providing library services to the institutionalized. The first article discussed the specific methods that can be used to help the public librarian locate institutions in his city or county. The second article discussed the reasons that it is important to analyze the needs of each institution before you provide it with materials. The third article discussed the types of materials that are useful for institutional libraries. This fourth and concluding article will discuss the place of programs for the library user in the total picture of institutional library service.

Modern public libraries in the United States offer hundreds of things for their patrons to do in their spare time. Children can go to the library and see films, puppet shows, karate and judo demonstrations, attend the storytelling programs, listen to book talks or learn how to do any number of handicrafts - from painting and macrame to Indian bead weaving. Libraries also are busy doing things for parents. They have lectures and films for adults, classes for expectant mothers, programs on financial management for fathers, book talks and current events discussion groups. This is only a partial list of the many types of programs that are being done for the public in many libraries.

Libraries also provide countless services for their patrons, such as reference work, telephone reference work, Information Referral for Senior Citizens, Interlibrary Loan Services, Reciprocal Borrowing privileges for all library card holders, and Specialized Reference Services for the Business, Science, and Industrial Communities.

Early libraries did not offer their patrons any of these services. Ancient and Medieval libraries were storehouses for the recorded history and literature of the time. These libraries did not circulate books to patrons, provide entertainment for patrons, serve the general public, or cooperate with each other in any way. Their patrons were scholars, scribes and other learned persons, such as the priesthood of the church. Their function was to preserve and store knowledge, not disseminated it.

Modern libraries however, have recognized that there are many, many people in their communities that need library services tailored to meet their needs. The main function of modern public libraries is to serve the public. Modern services to the library patron originated in England, with the appointment of Edward Pannizi as librarian of the British Museum. He was the first to begin patron oriented services. This philosophy spread to the United States. Today we see it as the Houston Public Library's Store Front Branch Library, or a record listening center at Pacific State Hospital in Pomona, California. To reach the public a library has to go outside its' own four walls and meet the people where they are. People

are too busy these days to come to the library. To meet the challenge, libraries have had to go to people.

An institutional library needs to provide the same services and programs to its' patrons that a public library does. Services and programs designed to accommodate and meet the needs of their patrons are essential for the library if it is to serve them well on a continuous basis. There are some essential ingredients that must be present, if the library is to provide these services; such as a program budget, a qualified librarian, adequate facilities, and a sufficient number of supporting staff. If these are available to the library, they can be utilized to put together adequate services and programs.

The following goals should be included in the overall plan for the library program:

1. The services should be designed to appeal to all residents of the institution; regardless of their reading ability.

2. Libraries should design services so as to increase the use of the library.

3. Libraries should provide information for the patron. They should inform the patron about the library collection.

4. Libraries should provide the patron with materials not available in the institutional library's collection.

5. Library Services should be designed to integrate the library into the total institutional community. The library should seek to fully participate and cooperate in library activities in the city, county, state and region.

These services include the following: Reference Service, Interlibrary Loan Service, and Interlibrary Cooperation, Reader's Guidance Service, Book Circulation, and Audiovisual Service, Reference Service provides information for the library patron from other sources. These sources can be general books, encyclopedia, dictionaries, biographical workshop, bibliographies, atlases, and periodicals and newspapers.

Interlibrary Loan is the method through which a library can borrow and loan its' books to patrons in other libraries. Here in Arizona, interlibrary loan is being used regularly by the Prison, the Fort Grant Training Center and the Safford Conservation Center. Other institutions have not used it yet because they have had no demand for it. Interlibrary loan is also available to those in County and local institutions through their county library, which will process them and arrange for their delivery. By participating in Interlibrary loan, any book in any library in the United States is available for use by a patron of an institutional library. By

participating in interlibrary cooperation activities such as interlibrary loan, the library can become part of the proposed Arizona Automation Network and Western States Information Network that is presently being developed. The State of Arizona plans to put out a numeric register of books in all of Arizona's libraries. This is a list of books by the Library of Congress Card Number; together with a location symbol. The register will be produced by computer and will be updated quarterly. The Library Extension Service plans to be the central information collection point of the numeric register. Institutions can participate by sending in cards to the Arizona Bibliographic Center file at L.E.S. The cards are records of new books purchased and include all the appropriate book information plus the L.C. card number. Any institution can become a part of the Arizona Information Network by participating in interlibrary loan activities and the numeric register.

Readers Guidance is an extremely important service for the institutional library. The purpose of reader's guidance is to bring the right book and the right reader together. The person who performs this service must know the books in his collection very well. He must also know the library's patrons and be sympathetic and understanding of the readers in his library. If a person is lonely or dejected, and comes to the library looking for something to cheer him up, the librarian should be able to find a book that will help him understand the situation better, or relax and not worry about it. Readers guidance takes time away from other library activities such as book processing, but it is an essential part of the library's program.

Book circulation is both a service and a technical record-keeping procedure. When a library circulates books it is necessary to keep a record of books checked out to the patron. Usually the library fixes a time limit to the loan period so that books may be read by more people. Book circulation is a service, because the policy is usually designed to accomodate the needs of the patron, rather than punish him for violating rules. An institutional library should not fine their patrons for failing to bring books back to the library on time. This policy usually alienates people and is not effective. Alternatives should be sought to encourage the patron to return books to the library such as: allowing the persons to check out books only after he has returned books that were checked out earlier. Try to design your book circulation policy so that it attracts readers and teaches them to be responsible library users.

Every institutional library should have audiovisual equipment and materials to supplement the reading collection. Audiovisual materials are essential if the library is to reach the non-reading population of the institution. Such materials as 8mm and super eight film loops are available for recreational viewing and supplement the educational program. Other valuable materials are records, cassettes, and film strips. U-write film is available for patrons who want to create their own stories on filmstrip. An overhead transparency is an effective learning tool for the library. These can be made in the library or purchased ready to use. They are available on many subjects. Present day standards for institutional libraries stress the development of audiovisual library services, because it is a very effective way to reach persons in the institution who don't read.

One essential service that the library should provide in an institution is the service of allowing persons a place to be off by themselves. It is virtually impossible for a person who is institutionalized to get away to himself and think. His everyday schedule is usually so full of study programs, work programs, counselling sessions, and cottage life duties that the person has no place or time to get away and be alone. The library should allow for this and be designed to provide a quiet place for meditation.

Library programs and activities are an essential part of the institutional library's total program. Well planned programs attract potential patrons into the library. These programs fill up the idle time that is a well established part of life in an institution, provide entertainment for the patrons, and offer opportunity to create art and literature. Some programs are therapeutic and help the person to discover himself as well as inspire him to read novels, poetry, and non-fiction literature.

The following are all good examples of library activities that would be well received in an institutional library:

1. film discussion programs
2. story telling programs
3. creative writing activities
4. ethnic minority literature discussions
5. art activities such as drawing, painting, etc.
6. foreign language classes, especially in Spanish
7. music listening and music discussion programs
8. classes in legal research
9. poetry therapy
10. speaker's forums, featuring authors, musicians, and state and local celebrities
11. bibliotherapy
12. debating activities
13. book discussion activities - Great Books Program
14. community orientation programs for persons being released into the community
15. puppet shows
16. reading contests - could be coordinated with the summer reading program sponsored by the Library Extension Service
17. library orientation programs - either a library club activity, or classes in using the library
18. Current events programs

All of these programs are good programs to conduct, using the library as a backup source. The key to their success is planning and coordination. Some of them are better for adults and some appeal to children's interests. But, this is not the end of the list, because other activities can be designed, according to the patron's interest. Ask your residents for their ideas. Then let your own imagination run wild.